(b) if so, the details thereof;

(c) whether the Central Board of Secondary Education has adopted certain short terms and long terms measures to check such malpractices in the ensuing examinations; and

(d) if so, the details thereof?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI ARJUN SINGH): (a) and (b). Yes, Sir. According to the information given by the Central Board of Secondary Education (CBSE), during the examinations conducted by the Board in March, 1991, Secondary School Examination (Class X) at 18 Delhi Centres and Senior School Certificate Examination (Class XII) at 2 Delhi Centres were cancelled.

(c) and (d). Among the short terms measures, the most important is the use of multiple sets of question papers based on the same blue print. The multiple sets of question papers are being introduced in Delhi w.e.f. 1992 Examinations. As part of the long term measures, the Board is going ahead with the trial of an alternative Model of Examination in which the power to rank order the students will be given to the schools while power to scale the marks of the students will be retained by the Board.

Education among Women

*268. KUMARI VIMLA VERMA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the steps under the new education policy to promote education amongst women in the rural areas of the country;

(b) the level of education of women in Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh in comparison to other States; and

(c) the steps proposed to be taken to spread education amongst women especially in the rural areas of backward States?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI ARJUN SINGH): (a) The National Policy on Education (1986) lays special emphasis on removal of disparity in access to educational opportunities for women through empowerment of women, enrolment and retention in elementary education, and non-formal and adult education programmes.

(b) A statement indicating state-wise the female literacy rate for population aged 7 years and above, according to 1991 census, is attached.

(c) Several strategies have been initiated recently to promote women's education throughout the country with emphasis on women in rural areas. Some of these are as under:-

(i) MAHILA SAMAKHYA: The basic thrust of this programme is to create mechanisms whereby women are given an opportunity to plan and monitor their own education and reach out to a new body of knowledge. It aims at involving women in the process of educational planning at the village level and providing educational inputs like non-formal education centres, training of village school teachers and production of educational materials. This project has been launched in 10 districts, 3 each of Gujarat and Karnataka and 4 of Uttar Pradesh.

(ii) SCHOOL EDUCATION: In the school education, measures taken for promoting education of girls include recruitment of more women teachers in schools, appointment of at least one women teacher in primary schools covered under 'Opera-

tion Blackboard', incentive schemes like distribution of free textbooks and uniforms, free education to girls upto Class VIII in all government, local body and aided schools, and upto class X in most of the State/Union Territories.

(iii) NON-FORMAL EDUCATION: Ninety per cent assistance is released by the Central Government for running of Non-formal Education Centres for girls in the 10 educationally backward states, the remaining 10% being met by the State Government concerned.

(iv) ADULT EDUCATION: Specific steps taken to enlarge coverage of women in adult education programme include:

- Special environment building efforts for mobilising women volunteers and learners for literacy;

- Integrating messages like 'women's equality and empowerment' in the curriculum and course content of teaching/learning materials, training, etc.

- Appointment of large number of women adult education functionaries;

- Provision of continuing education to women Instructors and Preraks for upgradation of their educational standards;

- Involvement of a large number of voluntary agencies in literacy work especially those working for women;

- Provision of opportunities through continuing education for retention of literacy skills and application of this learning for improving their living conditions; and

- Production of films on female literacy and empowerment, and their telecast through Doordarshan for both motivational as well as instructional purposes.

STATEMENT

Statement indicating female literacy rate for population aged 7 years and above

S. No.	*Name of the State/U.T.*	*Female literacy rate*
1.	Andhra Pradesh	33.71
2.	Arunachal Pradesh	29.37
3.	Assam	43.70
4.	Bihar	23.10
5.	Goa	68.20
6.	Gujarat	48.50

S. No.	*Name of the State/U.T.*	*Female literacy rate*
7.	Haryana	40.94
8.	Himachal Pradesh	52.40
9.	Jammu & Kashmir	26.15*
10.	Karnataka	44.34
11.	Kerala	86.93
12.	Madhya Pradesh	28.39
13.	Maharashtra	50.51
14.	Manipur	48.64
15.	Meghalaya	44.78
16.	Mizoram	78.09
17.	Nagaland	55.72
18.	Orissa	34.40
19.	Punjab	49.72
20.	Rajasthan	20.84
21.	Sikkim	47.23
22.	Tamil Nadu	52.29
23.	Tripura	50.01
24.	Uttar Pradesh	26.02
25.	West Bengal	47.15
	UNION TERRITORIES	
1.	A & N Islands	66.22
2.	Chandigarh	73.61
3.	Dadra & Nagar Haveli	26.10
4.	Daman & Diu	61.38

S. No.	*Name of the State/U.T.*	*Female literacy rate*
5.	Delhi	68.01
6.	Lakshadweep	70.88
7.	Pondichery	65.79
	INDIA	39.42

*Estimation arived at by extrapolation.

Effect of Pollution on Taj Mahal

*269. SHRI SREENIVASA PRASAD: SHRI LOKANATH CHOUDHURY:

Will the Minister of ENVIRONMENT AND FORESTS be pleased to state:

(a) whether the Birla Institute of Scientific Research in collaboration with the National Remote Sensing Agency has conducted a study on effects of pollution on Taj Mahal; and

(b) if so, the details thereof and the reaction of the Government thereon?

THE MINISTER OF STATE OF THE MINISTRY OF ENVIRONMENT AND FORESTS (SHRI KAMAL NATH): (a) and (b). Yes, Sir. The details of the study included the following:

(1) Sulphur dioxide is the major pollutant while oxidex of nitrogen can also cause damage to the Taj Mahal.

(2) The surface of the Taj Mahal has lost its lusture and has become rough and slightly coloured due to the effect of pollution over the years.

(3) The monument is not affected uniformly. The degree of pollution differs from place to place. The effect of sulphur dioxide at higher levels, such as at the home, is much less than that at lower levels, i.e. at the base.

(4) The extent of damage due to sulphur dioxide is more on the outside than on the inside portions of the Taj Mahal.

The steps taken by the Government to protect Taj Mahal from pollution include the following

(i) A trapezium surrounding the Taj Mahal has been constituted. No new polluting industry is allowed to be set up in this area.

(ii) There is a ban on the use of furnace oil and diesel generators in industries in Agra. The foundries are not permitted to operate during winter nights.

(iii) A continuous sulphur dioxide monitoring station has been maintained at the Taj Mahal from January, 1981, to obtain the trend of sulphur dioxide and oxides of nitrogen concentrations in the ambient air.

(iv) The Mathura Refinery is continu-